

St Andrews Middle

1231 Bluefield Rd.
Columbia, South Carolina 29169

Grades 6-8 Middle School

Enrollment 788 Students

Principal Kenneth L. Richardson 803-731-8910

Superintendent Dr. Allen J. Coles 803-231-7500

Board Chair Lane Quinn 803-231-7556

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	2	19	18

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 10 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Below Average	Unsatisfactory	No
2004	Below Average	Below Average	No
2005	Below Average	Unsatisfactory	No
2006	Below Average	Below Average	No

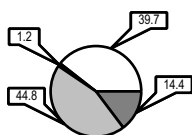
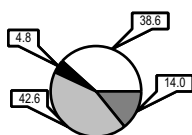
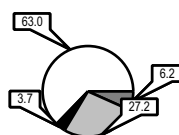
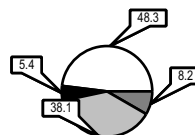
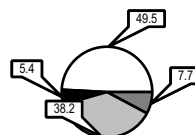
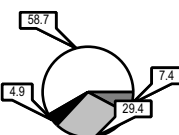
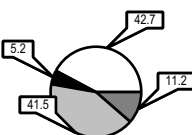
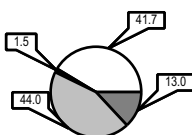
DEFINITIONS OF SCHOOL RATING TERMS





- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

94.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:

	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	89.6	90.3
English 1	N/A	83.9
Biology 1/Applied Biology 2	N/A	51.1
Physical Science	N/A	29.6
All Subjects	89.6	83.6

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	753	95.9	38.6	45.0	14.8	1.6	24.7	No	Yes
Gender									
Male	365	94.0	49.3	39.4	10.3	1.0	16.9	N/A	N/A
Female	388	97.7	28.8	50.2	18.9	2.1	31.8	N/A	N/A
Racial/Ethnic Group									
White	21	100.0	21.1	31.6	36.8	10.5	57.9	I/S	I/S
African American	723	95.9	39.5	45.1	14.3	1.2	23.8	No	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	85.7	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	676	99.4	35.9	47.1	15.6	1.4	25.9	N/A	N/A
Disabled	77	64.9	73.3	17.8	4.4	4.4	8.9	I/S	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	753	95.9	38.6	45.0	14.8	1.6	24.7	N/A	N/A
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	751	95.9	38.5	45.0	14.8	1.6	24.8	N/A	N/A
Socio-Economic Status									
Subsidized meals	542	95.2	44.7	43.6	10.4	1.3	19.8	No	Yes
Full-pay meals	211	97.6	23.8	48.6	25.4	2.2	36.8	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	753	95.5	36.0	43.4	14.7	5.8	29.1	Yes	Yes
Gender									
Male	365	93.2	39.7	42.7	12.7	5.0	24.0	N/A	N/A
Female	388	97.7	32.7	44.1	16.5	6.6	33.6	N/A	N/A
Racial/Ethnic Group									
White	21	95.2	16.7	22.2	38.9	22.2	66.7	I/S	I/S
African American	723	95.6	36.7	44.2	13.8	5.3	27.8	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	85.7	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	676	99.3	33.7	45.8	15.3	5.3	29.7	N/A	N/A
Disabled	77	62.3	67.4	11.6	7.0	14.0	20.9	I/S	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	753	95.5	36.0	43.4	14.7	5.8	29.1	N/A	N/A
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	751	95.5	36.0	43.4	14.7	5.9	29.2	N/A	N/A
Socio-Economic Status									
Subsidized meals	542	94.6	38.4	45.1	11.4	5.1	24.8	Yes	Yes
Full-pay meals	211	97.6	30.3	39.5	22.7	7.6	39.5	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	753	95.5	61.3	27.5	6.2	5.0	11.2
Gender							
Male	365	94.8	63.9	26.8	3.9	5.5	9.4
Female	388	96.1	59.0	28.1	8.4	4.5	12.9
Racial/Ethnic Group							
White	21	90.5	16.7	33.3	22.2	27.8	50.0
African American	723	95.6	62.6	27.4	5.8	4.2	10.0
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	676	97.3	59.3	29.9	6.7	4.1	10.8
Disabled	77	79.2	80.6	4.8	1.6	12.9	14.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	753	95.5	61.3	27.5	6.2	5.0	11.2
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	751	95.5	61.2	27.6	6.2	5.0	11.2
Socio-Economic Status							
Subsidized meals	542	95.0	67.0	24.0	5.0	3.9	9.0
Full-pay meals	211	96.7	47.3	36.0	9.1	7.5	16.7

Social Studies							
All Students	753	96.5	47.0	38.3	8.2	6.5	14.7
Gender							
Male	365	95.9	50.3	36.8	6.8	6.1	12.9
Female	388	97.2	43.9	39.8	9.5	6.8	16.3
Racial/Ethnic Group							
White	21	95.2	16.7	38.9	11.1	33.3	44.4
African American	723	96.5	47.6	38.7	8.1	5.6	13.7
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	676	98.5	44.2	40.9	8.9	6.0	14.9
Disabled	77	79.2	73.0	14.3	1.6	11.1	12.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	753	96.5	47.0	38.3	8.2	6.5	14.7
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	751	96.5	46.8	38.4	8.2	6.5	14.7
Socio-Economic Status							
Subsidized meals	542	95.9	52.5	36.6	5.7	5.2	10.9
Full-pay meals	211	98.1	33.5	42.6	14.4	9.6	23.9

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	273	99.6	49.2	38.2	10.5	2.1	12.6
	7	252	99.6	35.5	56.7	7.4	0.5	7.8
	8	272	100.0	35.1	53.3	9.9	1.7	11.6
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	247	96.4	40.6	40.1	16.5	2.8	19.3
	7	266	96.2	40.8	42.1	16.7	0.4	17.1
	8	240	95.0	33.8	53.8	10.8	1.5	12.3
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	273	99.6	31.1	46.2	18.1	4.6	22.7
	7	252	99.2	38.7	41.0	17.1	3.2	20.3
	8	272	99.3	43.6	48.1	5.8	2.5	8.3
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	247	96.4	31.1	41.5	21.7	5.7	27.4
	7	266	95.5	32.3	44.7	14.6	8.4	23.0
	8	240	94.6	45.6	44.1	7.2	3.1	10.3
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	273	99.6	54.2	30.3	10.1	5.5	15.5
	7	252	99.2	51.2	39.6	7.8	1.4	9.2
	8	272	98.5	55.4	38.3	3.8	2.5	6.3
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	247	96.4	68.5	21.6	5.2	4.7	9.9
	7	266	96.6	55.2	27.6	9.9	7.3	17.2
	8	240	93.3	60.8	33.7	3.0	2.5	5.5
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	273	99.6	40.3	38.7	11.8	9.2	21.0
	7	252	98.8	59.5	33.0	7.0	0.5	7.4
	8	272	99.6	45.2	45.2	6.6	2.9	9.5
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	247	97.6	38.1	40.9	11.6	9.3	20.9
	7	266	97.4	58.6	28.4	5.2	7.8	12.9
	8	240	94.6	43.0	47.0	8.0	2.0	10.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 788)				
Students enrolled in high school credit courses (grades 7 & 8)	35.9%	Down from 44.2%	11.6%	16.7%
Retention rate	3.8%	Up from 3.7%	3.4%	2.5%
Attendance rate	96.1%	Up from 95.6%	96.0%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.2%	Down from 7.0%	3.3%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	3.2%	Down from 6.4%	3.2%	1.0%
Eligible for gifted and talented	14.4%	No change	11.1%	15.6%
On academic plans	53.9%	N/AV	52.5%	39.9%
On academic probation	37.7%	N/AV	1.0%	0.7%
With disabilities other than speech	9.6%	Down from 11.1%	13.3%	12.4%
Older than usual for grade	6.2%	Up from 4.4%	6.8%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.4%	Up from 0.6%	1.4%	0.9%
Annual dropout rate	0.3%	Up from 0.0%	0.0%	0.0%
Teachers (n= 62)				
Teachers with advanced degrees	37.1%	Down from 54.4%	53.1%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	14.9%	N/A	12.9%	9.1%
Teachers with emergency or provisional certificates	18.9%	Up from 5.7%	11.9%	5.6%
Teachers returning from previous year	86.5%	Down from 90.0%	79.8%	84.6%
Teacher attendance rate	94.8%	Up from 93.2%	94.8%	94.8%
Average teacher salary	\$44,052	Down 1.4%	\$42,588	\$42,267
Prof. development days/teacher	12.3 days	Up from 11.8 days	11.9 days	11.9 days
School				
Principal's years at school	10.0	Up from 9.0	3.0	3.0
Student-teacher ratio in core subjects	19.0 to 1	Down from 19.7 to 1	19.3 to 1	21.1 to 1
Prime instructional time	90.0%	Up from 88.2%	88.6%	89.0%
Dollars spent per pupil*	\$6,032	Down 14.0%	\$7,574	\$6,243
Percent of expenditures for teacher salaries*	67.3%	Up from 59.8%	57.7%	59.8%
Percent of expenditures for instruction*	74.6%		66.0%	65.2%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	88.0%	Up from 85.4%	98.6%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	7.1%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	11.5%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

* or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

At St. Andrews Middle School, student learning is the chief priority and focus of all decisions. Our mission is to provide and promote opportunities for all stakeholders to contribute to the success and development of a community of life-long learners. We believe that all teachers, administrators, parents, and community members share the responsibility for advancing this mission.

Our school continues to make progress in the area of student achievement, having made the largest district gains in math on the 2005 Palmetto Achievement Challenge Test. Other academic accomplishments included 36 Duke Tip qualifiers with two students being recognized at the state level and a Grand Recognition recipient. The numbers of SC Junior Scholars and Middle School Scholars continue to increase. Our Academic Team placed third in the district competition.

St. Andrews parents and business partners provide continuous support for our students and academic programs. Benedict College provides the 21st Century Community Learning Center and various summer enrichment opportunities for our students. The University of South Carolina provides Middle Level teaching interns and GK-12 Fellows to our math and science classes. They provide valuable instructional and technological resources for our classroom teachers. The High Performance Partnership with Colonial Supplemental provides numerous student-centered activities. These include Ravenous Readers, Story Tellers, Lunch Buddies, Junior Achievement, and classroom volunteers. They also provide parent workshops and programs. Several faith-based partners also provide mentors and after-school tutorials.

We will continue to implement programs and strategies that will increase student achievement in all academic areas. Springboard Math and ELA units, Classroom Walk-Throughs, and a school-wide focus on data collection and analysis at the classroom level will be utilized to facilitate student learning and foster academic success.

Kenneth L. Richardson, Principal
Wilbert Lewis, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	52	190	128
Percent satisfied with learning environment	75.0%	56.1%	67.2%
Percent satisfied with social and physical environment	78.4%	67.0%	62.9%
Percent satisfied with school-home relations	51.0%	83.6%	76.7%

*Only students at the highest middle school grade level at this school and their parents were included.